



SCHOOL LIFE



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No. 3

BIG GENERAL EDUCATION FUND FOR MASSACHUSETTS

Legislature Passes Four Million Equalization Bill—Makes \$650 Minimum Salary—Aids Smaller Towns

What is characterized as "the most important educational bill that has been before the legislature in 20 years" was enacted into law when the Massachusetts Legislature, just before adjournment, passed the bill creating a State school fund of \$4,000,000 and raising the minimum salary of teachers by \$100.

As described in a previous issue of *SCHOOL LIFE* (April 16), this Massachusetts "equalization" measure is expected to have an immediate effect in improving schools in the smaller towns. The bill was opposed by some of the larger and wealthier communities, though here and there were individuals from the larger cities who fought earnestly for the measure as one that would bring justice to the entire State. The opinion that finally prevailed was expressed by Michael H. Sullivan, chairman of the Boston School Committee, in the hearings before the House Committee on Education, as follows:

"It is a sad commentary on our State educational thought and duty that a boy or girl may land on these shores, settle in Boston, speaking an unknown tongue, and in six years, by reason of the advantages of Boston's schools, outstrip, educationally, a boy or girl of the same age born and reared in any one or more than one-half the towns of this Commonwealth. How lavishly do we provide, educationally, for our native born! Because of this opportunity in Boston and in a few other places in the State, people from other States of the Union and from abroad and too many of our own people are given to praise of Massachusetts education, when, as a matter of fact, they are only talking of and quoting as a standard the best that exists in a few spots in the Commonwealth.

130686°—19 (Continued on page 7, column 3.)

IOWA IN BACK-TO-SCHOOL DRIVE

Boys' Reserve and Other Agencies Working to Put Youth in School—Civic and Social Organizations Cooperating for School Service to Home and Country

Emphasizing the service to home and country, as well as material advantage, resulting from education, the Boys' Working Reserve and other agencies in the State of Iowa have entered upon a determined campaign to

get boys and girls back into school this fall. A special back-to-school poster pointing out the value of education has been sent to every county director in the State. "Our hope is that we may be able to create so much sentiment for back to school that going to school will be the popular thing to do," says the Associate Director of the Reserve.

Quotations from Vice President Marshall; Mrs. H. W. Spaulding, of the Iowa Federation of Women's Clubs; President Pearson, of the Iowa State College; and others are used to show boys and girls the value of education. "The future of the Republic depends upon the character of its citizenship; we are not building permanently unless the youth of the land are made fully acquainted with the meaning of American citizenship," was Vice President Marshall's statement. Mrs. Spaulding said:

"The greatest thing in the world to-day is service; We need educated and trained young men and women as never before. The future manhood and womanhood of Iowa should prepare now to meet the duties that will come to them, by obtaining

the best education possible." President Pearson's comment was: "The uneducated person stands still while the world moves on. Take advantage of the educational facilities provided by the State, and thus form a solid foundation for self-education, which should continue as long as you live. The good worker who understands his work best is the one who goes forward the fastest."



Title page of new After-War Reading Course just issued by the Bureau of Education.

Tendency to Leave School.

State Superintendent P. E. McClenahan points out in the poster that—

"Present wages and economic conditions have a tendency to induce young people to stop school before they have completed their training.

"The boy or girl who completes high school and college has a decided advantage in the future work of the world.

"I hope every educator, parent, and citizen will help in this effort to promote the welfare of our boys and girls."

Education and Natural Resources.

A. L. Urick, commissioner of labor for the State, furnishes a statement emphasizing the need of education as applied to natural resources, asserting that—

"Iowa points with pride to its small per cent of illiteracy, also to its per capita wealth and progressive citizenship. Education applied to natural resources is productive of this condition. The individual profits by education, the State and Nation by increased efficiency."

Dean W. F. Russell, of the University of Iowa, brings out in his contribution to the poster that—

"The man or woman in America who is to succeed to-morrow must be better trained than any American in the past. We have a great national debt to pay; we have used up nearly all our spare land; ability and training alone will carry one forward. The boys and girls of America must stay in school just as long as they possibly can."

Effective Use of Government Charts.

Five charts from Money Value of Education, a Bureau of Education Bulletin issued in 1917, are used to good effect in the poster. One shows that though less than 1 per cent of American men are college graduates, this 1 per cent has furnished 55 per cent of our American Presidents, 36 per cent of the Members of Congress, 47 per cent of the Speakers of the House, 54 per cent of the Vice Presidents, 62 per cent of the Secretaries of State, 50 per cent of the Secretaries of the Treasury, 67 per cent of the Attorneys General, 69 per cent of the Justices of the Supreme Court. Another of the charts attempts to prove that "Every day spent in school pays the child nine dollars."

CLUBHOUSES FOR WOMEN TEACHERS

Cincinnati woman teachers are interested in the project of a permanent building for their teachers' club. Other cities having such clubs will render a service by sending to the Bureau of Education a description of their plan, for transmission to the Cincinnati committee, of which Miss Frieda Benhart is chairman.

BACK TO SCHOOL WEEK

August 10th to 16th BOYS AND GIRLS OF IOWA

"Service to Home and Country—as Well as the Accumulation of Wealth May be Accomplished Through Education"



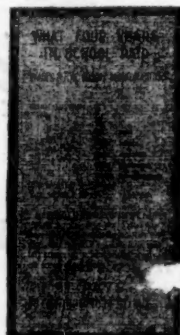
I am pleased to note that a Back to School Campaign has been inaugurated in Iowa. Present wages and economic conditions have a tendency to induce young people to stop school before they have completed their training. The boy or girl who completes high school and college has a decided advantage in the future work of the world. I hope every educator, parent and citizen will help in this effort to promote the welfare of our boys and girls. P. E. McClenahan, State Superintendent.



"The future of the republic depends upon the character of its citizenship. We are now building permanently unless the youth of the land are made fully acquainted with the meaning of American citizenship."

Vice President Marshall
"The greatest thing in the world today is service. We need educated and trained young men and women to serve before. The future manhood and womanhood of Iowa should prepare now to meet the duties that will come to them, by obtaining the best education possible."

Mr. H. W. Spaulding, President Iowa Federation of Women's Clubs
"The uneducated person stands still while the world moves on. Take advantage of the educational facilities provided by the state and thus form a solid foundation for self-education which should continue as long as you live. The good worker who understands his work, how to do it, and how to get the most out of it, is the one who goes forward the fastest." B. A. Pearson, President, Iowa State College of Agriculture and Mechanic Arts.



"The United States Boys' Working Bureau at its third annual conference firmly determined to safeguard the educational standards of the United States despite the temptation to shove the splendid boy power of the nation into industry without thought of future consequences."

N. A. Smith, Assistant Director General, U. S. Employment Service
"When the period of industrial readjustment is over, we will again face the demand for skilled labor in this country. No longer can we be dependent upon Europe for our artisans and skilled workers. From this time on we must train American Youth for American Industry."

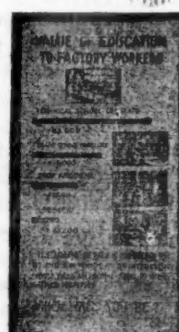
Wm. E. Hall, National Director, U. S. Boys' Working Bureau
"The man or woman in America who is to succeed tomorrow must be better trained than any American in the past. We have a great national debt to pay; we have used up nearly all our spare land; ability and training alone will carry one forward. The boys and girls of America must stay in school just as long as they possibly can." Dean Russell, Department of Education, University of Iowa.



"The best way a boy or girl can have for the future of his life is to get an education in the schools and colleges."

Governor W. L. Harding
"Iowa points with pride to its small per cent of illiteracy, also to its per capita wealth and progressive citizenship. Education applied to natural resources is productive of this condition. The individual profits by education, the State and Nation by increased efficiency."

A. L. Urick, Commissioner of Labor



The Latest Gospel in this World is, Know Thy Work and Do It,—Carlyle

POSTER USED IN THE IOWA "BACK-TO-SCHOOL" CAMPAIGN.

(Actual size, 19 by 27½ inches.)

MAINE TOWN INCREASES SALARIES

The Board of Education of Biddeford, Me., has adopted the following salary schedule:

Minimum salary, \$600; maximum salary, grades, \$1,000; maximum salary, high-school women teachers, \$1,500.

Increased authorized to teachers recommended by superintendent, \$150 to \$200

for high-school teachers, \$125 for special teachers, \$100 for grade positions.

Special increases so that no grade teachers of eight years' experience or more are to receive less than \$750, i. e., C-grade maximum. This maximum is 50 per cent above that paid five years ago.

Yearly increases hereafter are to be as follows: C-class teacher, \$50; B-class teacher, \$100; A-class teacher, \$200.

The \$1,000 maximum for the superior grade teacher is double the prewar salary.

EDUCATION BILL DISCUSSED IN SENATE

Senator Smith Replies to Criticisms of Bill Creating Federal Department of Education and Giving Federal Aid—Is Certain Opposition Due to Misapprehension of Provisions of Bill

Stating that the National Education Association, the American Federation of Teachers, the American Federation of Labor, the General Federation of Women's Clubs, and many other organizations have gone on record in favor of the education bill, Senator Smith of Georgia expressed the conviction in the Senate July 28 that what little opposition had been registered was based on lack of knowledge of the provisions of the bill.

Replies to Specific Objections

Summarizing the objections to the bill, Senator Smith said they were three:

(1) That the whole educational machinery of the country is to be placed under the control of one autocratic overseer here in Washington.

(2) That the bill takes away the duty and right of parents to educate their own children and the right of the children to be so educated.

(3) That the bill would banish God from every schoolroom and is a direct assault upon religion.

In his reply to these objections Senator Smith said:

"No one can read the bill without observing that no autocratic overseer of education is created in Washington.

"It will also readily be seen that the bill in no way interferes with the right of a parent to place his child in a private school or religious denominational school if he sees fit to do so.

"The bill seeks to aid the States in fighting illiteracy, in teaching the English language to immigrants, in strengthening the schools by adding to the pay of teachers, and by contributing toward the better preparation of teachers for their work.

"The charge that it banishes God from the schoolroom and that it is an assault upon religion will be tolerated only by one who opposes public education conducted by the State or local authorities, and who opposes all schools, except denominational and parochial schools.

What the Bill Provides

"The first four paragraphs of the bill provide for the creation of a department of education, with a secretary of education who shall be a member of the President's Cabinet. They transfer the Bureau of Education to the Department of Education, and authorize the President to transfer from time to time, at his discretion, other national educational activities to the Department of Education. They give the secretary of education supervisory authority over the Department of Education.

"Section 5 requires the department to conduct studies and investigation in the field of education and directs that research be undertaken in illiteracy; immigrant education; public-school education, and especially rural education; physical education, including health education, recreation, and sanitation; and preparation and supply of competent teachers for public schools.

"It will be seen that these provisions give the department in Washington no authority over the problems of education named, but require research in the interest of the schools of the entire country, that the information thus gathered may be furnished for the benefit of all States and all schools in the States.

"Sections 6, 7, 8, 9, 10, 11, and 12 provide for appropriations, a part for the instruction of illiterates; a part for the Americanization of immigrants; a part to be used in public elementary and secondary schools toward payment of teachers' salaries and for providing better instruction and extending school terms, especially in rural schools and schools in sparsely settled localities; a part for physical education and instruction in the principles of health and sanitation, and for providing school nurses and school dental clinics and other promoting physical and mental welfare; a part for the preparation of teachers for public-school service, particularly in rural schools.

Funds to be Used by the State

"These funds, except the amount to be used to conduct the work of investigation by the department here in Washington, are to be distributed to the States, and used by the States and the educational authorities of the States.

"So far from giving the department here control over the work in the respective States, it is specifically provided in section 14:

"That this act shall not be construed to require uniformity of plans, means, or methods in the several States in order to secure the benefits herein provided, and the use of the funds and all the educational facilities encouraged by the provisions of this act and accepted by the States, shall be organized, supervised, and administered exclusively by the legally constituted State and local authorities of said States.

"And the Secretary of Education shall exercise no authority in relation thereto, except as herein provided, to insure that all funds apportioned to said State shall be used for the purposes for which they are appropriated.

No Autocratic Overseer

"The language of the bill shows how absurd was the charge that the educational machinery of the country is to be placed under the control of one autocratic overseer here in Washington.

"A provision is made that each State must duplicate the fund offered by the National Government if it is to be received by the State, and a further provision is found in section 10 that in order to share in the apportionment provided by this section (which is the appropriation to be used in public elementary and secondary schools for the partial payment of teachers' salaries), a State shall establish and maintain the following requirements, or these requirements shall be approximated as nearly as constitutional provisions will permit: '(a) A legal school term of at least 24 weeks in each year for the benefit of all the children of school age in such State; (b) a compulsory school attendance law requiring all children between the ages of 7 and 14 to attend some school for at least 24 weeks in each year; (c) a law requiring that the English language shall be the basic language of instruction in the common-school branches in all schools, public and private.'

Not Less Than 24 Weeks Attendance

"The purpose of the bill is to aid the States in furnishing an opportunity for each child to attend a public school and to aid in improving the work of the school; to require a term of at least 24 weeks in each year for the benefit of all children is a reasonable provision, and the least that any State should furnish.

"If the bill stimulates every State to furnish public schools, open for not less than 24 weeks each year to all the children of the State, it will do great good.

"Surely no one will question the propriety of making the English language the basic language of instruction in the common schools, public and private.

"This disposes of two of the three requirements necessary to sharing in the appropriation.

"The provision requiring a compulsory school-attendance law does not require that the children shall attend the public schools, but requires the 24 weeks' attendance to be in some school, public, parochial, or private, leaving the choice to the parents. That all children may have a chance to go to school, the State must see to it that the opportunity is given, but no requirement is made upon parents that their children shall attend the public school.

Not an Assault Upon Religion

"The charge that this bill would banish God from every school is without the

(Continued on page 8.)

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Official Organ of the United States Bureau
of Education.
Department of the Interior.

FRANKLIN K. LANE, Secretary of the Interior.
P. P. CLAXTON, Commissioner of Education.

Terms: SCHOOL LIFE is mailed free to State, city, and county superintendents, principals of high schools, and a few other administrative officers. Additional subscriptions, 50 cents a year.

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GAINS IN SCHOOL SUPPORT IN MAINE

The Maine State Department of Education has compiled figures showing the increases in local tax assessments for elementary school purposes for the coming school year based upon returns from municipal officers showing the action of the voters at the annual meetings in all of the towns of the State during the month of March, 1919. This compilation was made up to include only those towns in which an increase of 25 per cent or more in the local tax assessment for elementary school purposes was indicated. Of the 519 towns, cities, and plantations in the State, it was found that 226, or 43 per cent, had increased their school appropriations by 25 per cent or more over those for the preceding year. Of these 226 towns, 129 showed increases of between 25 per cent and 50 per cent; 56 showed increases of between 50 per cent and 100 per cent, while there were 41 in which the increase was 100 per cent or more, and 9 of these were increases of more than 200 per cent. The average increase amounted to slightly in excess of 55 per cent in those towns covered by the tabulations, and this increase represents in large part funds available for teachers' wages, although a small part of it may be applied to fuel, janitor service, and the conveyance of children to school at public expense.

While all of these gains indicate a very gratifying attitude of the people toward providing sufficient funds to meet the emergency in education, there is no instance deserving more attention than that of the city of Augusta, the capital of the State, where school appropriations are made at a public meeting of the citizens

during the month of May each year. The 1919 meeting was largely attended, and the recommendation of the board of education providing for a marked increase in the budget was presented for consideration, not without some feeling that it might not receive favorable action. As the items came to be discussed by the voters of the city, it became evident that there would be little opposition to the recommendations of the board of education, and shortly the trend of the discussion changed from support of the board's recommendations to a sentiment in favor of increasing the amount to a slightly higher figure. The final result, which was attained without a dissenting vote, was the appropriation of nearly 10 per cent more funds than had been requested, with the express stipulation that this increase should be applied entirely to the raising of the salaries of teachers throughout the city.

PHYSICAL TRAINING "WHY AND WHEN" IN CARBON COUNTY, UTAH

To the school officials of Carbon County, Utah, physical training is a vivid part of the rural school curriculum. The county has a publication for officers, teachers, and patrons, The Carbon Guide, in which the superintendent stated, recently, this big-city school doctrine as applicable as well to his rural school district: "We have come to understand that the school can afford to look after the health of the children by providing baths, gymnasiums, swimming pools, playgrounds, and medical inspection."

"Efficient physical training," states County Superintendent Ryan, "may be given in the elementary schools without either trained instructor or a well-equipped gymnasium; the provision of these is not an assurance that all elementary-school children would receive efficient physical training. Organized co-operative work of superintendent and teacher, plus as much technical knowledge, skill, and common sense as can be secured, will achieve wonders."

Carbon County tries to provide for: First, supervised play; second, class and

group athletics; third, standards for physical efficiency; fourth, folk dancing, indoor games, and aesthetic activities; fifth, formal or corrective gymnastics.

"Supervised play is the sympathetic leadership of a play-loving and child-understanding teacher," says Superintendent Ryan.

"The only absolute requirement for successful playground activity in the elementary school is that every pupil and teacher shall be out on the playground during recess.

"Group-play is by child development, as: Group 1, ages 6 or 7 years; group 2, ages 7, 8, or 9 years; group 3, ages 10, 11, or 12 years; group 4, ages 13 years and over.

"The teacher's business is that of a leader in plays; not that of a military commander, a sentinel, or a spy, an over-seeer or director.

"The teacher leads in learning new plays. Her work is to keep interest alive till the new play is thoroughly mastered and played well. It is then that the pleasure comes into the play.

"Group or class athletics is competition in which every physically fit child may enter any athletic event, helping his class to win, as a class. The class wins or loses a trophy as a class—not as individuals. The class-athletics plan reaches the pupil who does not usually take part. It is not for the few athletically minded children, but for the whole mass of boys and girls in the public schools."

For this reason athletics is given the second place in Carbon County's scheme of physical training. The only exemption from physical participation is physical unfitness. "Pupils refusing or neglecting to take part are placed in the list with a record of zero, thus discouraging the individualistic isolated effort so often found among children and encouraging cooperation with community effort."

Standards of physical efficiency have a prominent place in the physical training in the Carbon County elementary school. Folk dancing and indoor games are utilized in rainy weather as offering the best kind of training.

Formal or corrective gymnastics, based upon the Swedish day's order, requiring no apparatus and but little floor space, are used in rural schools as well as in city schools to counteract schoolroom posture and seating conditions.

Such a program of physical activities in connection with effective administration of Utah's new health education law, under Dr. E. G. Gowans, the State director of health education, will give Utah a distinctive place among the States that know the difference between education and school keeping.

EARN, SAVE, INVEST

Every United States Garden Soldier Should Earn a Hand-Grenade Bank.

NEW BOOKS ON EDUCATION

Carnegie pensions, by J. McKeen Cattell; together with extracts from letters from two hundred and fourteen college and university professors, an article on the history of the Carnegie Foundation by Joseph Jastro, and the reports of the Committee on pensions and insurance of the American association of university professors. New York and Garrison, N. Y., The Science press, 1919. 253 p. 12°.

Presents the view opposed to the Carnegie pension system. Author pays tribute to Mr. Carnegie himself for "a grand idea and a sincere effort to establish that idea as a recognized principle," but believes that "insurance is most desirable if it comes from society at large and as a right due the dignity of the profession," rather than as a charity.

Modern elementary school practice, by George E. Freeland. New York, The Macmillan company, 1919. 408 p., plates. 12°.

"We must strive to make every hour of a pupil's time count effectively toward preparing him for the needs of life. We must eliminate topics which have been taught heretofore but which will not be of as much consequence in the future as other subjects which have not yet found a secure place in the course of study. We must investigate ways and means of teaching every topic in order to make it seem worth while to pupils and so that when they master it they can utilize it in solving one or another of the social, intellectual, esthetic, or industrial problems of daily life. So far as it can be done, we must arrange the work of the school room in every detail so that pupils will like and not detest their tasks."

With this as a program the writer discusses such subjects as: The application of educational theory; the problem method; the project; motives; the doctrine of interest in practice; the selection and emphasis of subject matter; selection and evaluation in English; selection in arithmetic, spelling, and writing; methods which foster health; less sedentary practices and methods; the individual-social balance; methods of adjusting school work to individual needs; the socialization of instruction.

On the firing line in education, by A. J. Ladd. Boston, R. G. Badger, c. 1919. 264 p. 12°.

Unlike most books on education published since the war, this book insists that the war has made clear "that we have been working along right lines." The writer insists that "there is no far-reaching educational failure to admit, nor is there any serious shortcoming from which the educational forces of the country have to redeem themselves."

Referring to the demonstrated need for health and physical education, the author reminds his readers that educators have been demanding this for many years. "The educational forces of the country knew what was needed, but a parsimonious public would not follow intelligent leadership."

The aims of teaching in Jewish schools, a handbook for teachers, by Rabbi Louis Grossmann . . . with an introduction by Dr. G. Stanley Hall . . . Cincinnati, Teachers' institute of the Hebrew union college, 1919. 245 p. 8°. (Isaac M. Wise, centenary publication of the Teachers' institute of the Hebrew union college.)

G. Stanley Hall describes this book, in his introduction, as "by far the best treatise on religious pedagogy that has anywhere yet appeared." He says: "Education the world over was at first and for a long time almost solely religious, and, while it was once a master stroke of toleration to eliminate it from the school, in doing so we cut loose from genetic history and nearly lost from our educational system the greatest of all the motives that make for virtue, reverence, self-knowledge and self-control. Now we are beginning to realize the wrong we have committed against child nature and are seeking in various ways to atone for it."

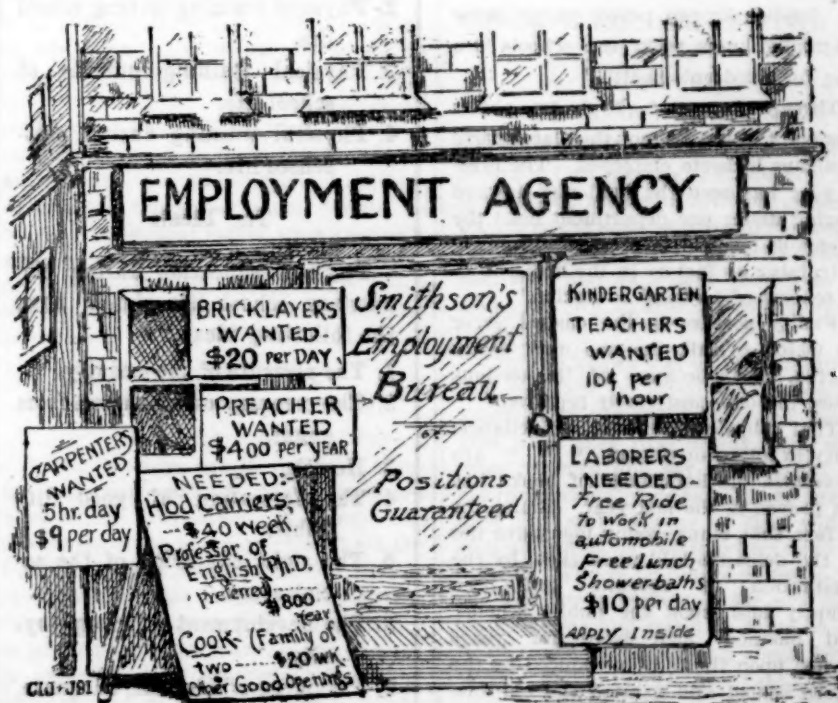
Vocational agricultural education by home projects, by Rufus W. Stimson . . . New York, The Macmillan company, 1919. 468 p., illus. 12°.

Describes in detail the "home project" plan as developed in Massachusetts for agricultural education. Contains much material not elsewhere available. Numerous illustrations.

FOREIGN STUDENTS AT UNIVERSITY OF TEXAS

The University of Texas is maintaining three scholarships for European students, amounting to \$600 yearly each. Two of these scholarships have been held for the past year, and will be for the next year, by French students. The third has been reserved for a Serbian student, and the Serbian ambassador has been notified of this fact.

In addition to these, the board of regents of the university is considering favorably now a proposition to establish at least six scholarships for Mexican students at the same rate as those above. It is expected that these scholarships will be taken next year. Conferences have been held with Dr. J. N. Macias, rector of the National University of Mexico, with reference to exchanges of faculty and students with his institution. It is likely that representatives of the Texas University will go to Mexico City on September 23 to participate in a general educational conference which is to be the signal for a movement looking to a systematic educational program for the Mexican Republic.



"SIGNS OF THE TIMES."

From the New York Evening Post Saturday Magazine.



HYGIENE AND PHYSICAL EDUCATION

"KEEPING THE CHILDREN WELL"

In order that the parents and the citizens of Montclair, N. J., may know what the schools are doing to educate the children physically, a 24-page pamphlet entitled "Keeping the Children Well" has been issued by Superintendent Don C. Bliss. The scope of the program is shown in the table of contents:

Formal gymnastics.
The play element.
Medical inspection.
Corrective work.
School furniture.
School ventilation.
Lighting.
Recreation periods.
Open-air school.
Longer school day.

Some Pregnant Sentences

The breadth and sanity of view are indicated by a few typical quotations from the text:

"Formal gymnastics is the only type of training which the term 'physical education' implies for any people except those who really know what the schools are doing for children's health."

"Three years ago * * * two physicians and two nurses took the place of five physicians hitherto employed. The present year has seen the final step toward bringing under one department head the systems of medical inspection and physical training as factors in the broad modern scheme of physical education."

"Faulty posture is the easiest error into which to fall, the one most easily detected, and, because of its obvious causes, the one most easily repaired."

"That physical fitness, self-reliance, ability to follow or to lead * * * are as essential as knowledge of books has been proved in the last year. Blame for the fact that many young men have not met the demands laid upon them by the examination of recruits has been promptly laid upon the public schools. Solid business men have for years frowned upon the fads introduced by the modern school and exalted the old-time country education with its thoroughness and its limitation to a reading book, a copy book, and a book of arithmetical

puzzles. Now they suddenly abandon this attitude and announce that the modern educational system has been entirely wrong, because it has exalted books and neglected to emphasize these very fads of physical education."

"Once more, after centuries of mistake, the union between mind and body has been rediscovered: the mind revering, the mind understanding, the mind compelling the physical organism; and the body, trained to an instinctive obedience brought thereby to the highest potentiality of service."

A HEALTH PROGRAM AND THE IDEALS UNDERLYING IT

(By Supt. ORSON RYAN, Carbon County, Utah)

The Program

A complete educational program would provide, according to County Superintendent Orson Ryan:

1. Physical training before school life.
2. Physical training during school life.
3. Physical training outside of school life.
4. Physical training during post-school life.

The Ideals

Physical education during elementary school life should have the following ideals:

1. The pleasure of the activity.
2. The recovery or protection from ennui.
3. Health.
4. The formation of good life habits.
5. The right education of the social sense.
6. The development of group loyalty.
7. Providing wholesome, adequate, and effective motor activities.

THE ELIMINATION OF DON'TS

"Why do all children like to mess around in a puddle, or make mud pies, or play in a sand pile? Why do all children like to climb trees, and chase one another around the block, and shout and raise the dickens generally?"

"Why are the average parents kept so busy telling their children *don't do this* and *don't do that*? And why do parents have such a time in making children behave?"

The principal of the Morgan Park School of Duluth, Minn., Mr. R. D. Chadwick, in The Value of Play (Bulletin No. 2, 1918, of his Know Your School Series), answers these questions and a good many others. The pamphlet is loaded with sound doctrine in regard to the meaning of play and the organization of school play and playgrounds.

EMERGENCY FIRST AIDS

The Oregon Agricultural College is responsible for an admirable bulletin on Emergency First Aids, by Alice Marks Dolman, of the School of Home Economics (Extension Bulletin 208).

SALARY SCHEDULE IN A WEST VIRGINIA DISTRICT

Typical of the growing progressive viewpoint in schools outside of the larger cities is the plan of salaries recently adopted by the board of education of Lincoln district, Marion County, W. Va. The new salary schedule in this district provides for salaries of from \$80 to \$100 per month, based upon training and experience, as follows:

Class C.—Teachers who hold a first-grade certificate by examination, without professional training:

First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.
\$80	\$84	\$88	\$92	\$96	\$100

Class B.—Graduates of the recognized normal short course:

First year.	Second year.	Third year.	Fourth year.	Fifth year.
\$84	\$88	\$92	\$96	\$100

Class A.—Graduates of the standard normal course of two years:

First year.	Second year.	Third year.	Fourth year.
\$88	\$92	\$96	\$100

Teachers starting in this scale will be given credit for training and experience and rated accordingly.

Earning a "Credit Coupon"

Any teacher, in order to be entitled to the annual increase provided by this scale, must give evidence of professional growth by earning a "coupon of credit" in some one of the three ways outlined by the State superintendent of schools. These ways are designated as follows:

Coupon A. School attendance or extension work.

Coupon B. Schoolroom projects.

Coupon C. Satisfactory reading-circle work.

The first year all teachers will be required to earn coupon B credit.

After the first year the credit may be earned by any of the methods, with the exception that class C teachers are required to earn the coupon A credit in alternate years.

On failure to secure a coupon of credit in any year after having attained the maximum salary any teacher's salary will automatically decline at the rate of \$5 per month for each successive failure. When the coupon of credit is again earned the salary will increase at the same rate; but after three successive failures to earn the coupon of credit the teacher will not be reemployed.

Buy War Savings Stamps.

FOREIGN NOTES

UNIVERSITY FINANCE IN THE UNITED KINGDOM

A standing committee has been appointed by the British Treasury, in consultation with the president of the board of education, the Secretary for Scotland, and the Chief Secretary for Ireland, "To inquire into the financial needs of university education in the United Kingdom and to advise the Government as to the application of any grants that may be made by Parliament toward meeting them." The Scottish Educational Journal comments as follows:

"The appointment of this committee is significant. The need for a considerable increase in the amount of State grants to the universities is implied, if not admitted in so many words. For the first time, too, the essential unity of university work in Britain is recognized officially. The new committee will be responsible to the Treasury. We trust that this important part of the Government's policy of reconstruction will be as successfully carried out as it is well inspired."

POLISH UNIVERSITIES

Higher education in Poland has gained much ground since the beginning of the war. Hitherto there were only two universities Polish in spirit and language—one in Cracow, the other in Lemberg. With the withdrawal of the Russian Army from Poland in 1915 a Polish university was opened in Warsaw to supersede the Russian institution. Three years later another Polish university was opened in the city of Lublin. Now comes

the news of the opening of a fifth university in the city of Posen, with only one faculty, that of philosophy and natural science. Other faculties are to be opened at a later date.

DEGREES IN COMMERCE AT THE UNIVERSITY OF LONDON

Commercial education is to receive new impetus at the University of London, where degrees in commerce are to be inaugurated in the near future. There are to be two degrees: First, that of bachelor of commerce, which would correspond to the same degree in the other faculties; and, secondly, the degree of master of commerce. The salient idea is that a modern language is to be taught, not as an academic but as a practical subject. Among the languages which are to be taught as practical rather than academic subjects would be Polish, Czech, Roumanian, modern Greek, and the great eastern languages, Hindustani, Chinese, and others.

SCHOOL JOURNEYS IN ENGLAND

School journeys are in future to form an important part of the educational work of the English schools. Under the provisions of the new educational act the London County council intends to arrange this summer about 100 school journeys, in which about 4,000 children are to participate. The journeys are planned to extend over a fortnight. Traveling expenses are to be paid jointly by the board of education, the London County council, and the parents.

MUSEUMS AND PUBLIC EDUCATION

"When the museum has made its collections available, useful and in fullest extent directly influential in the growth of American design it has fulfilled its duty. But there is something else needed. American taste will grow; keen observers among us can watch its slow developing process. Dealers will note that their salespeople have in many cases been left behind by the American woman who spends half a billion on home furnishings in this country each year. Craftsmen's products are improving with phenomenal speed. But how many craftsmen have we? And whence do they hail? Did we train them in America? Have we any schools that could produce the least of them.

"It is in this direction that the museum must find its team mate. There must be schools, schools, always schools, to drive home the immutable fact that America must have art, the best and plenty of it, and that at once."—*Richard F. Bach, Metropolitan Museum of Art, New York.*

GENERAL EDUCATION FUND FOR MASSACHUSETTS

(Continued from page 1.)

"What can Boston say in view of her record? Can she say that she will deny those living across an invisible municipal boundary the same educational opportunities that she has given so lavishly to her own sons and daughters and those who adopt her city, in some cases only temporarily?

"Boston knows that her contribution to this bill will be \$700,000. I would be ashamed of any Bostonian, who appreciates what that title means, who would come forward and say, 'I will not bear my proportion.' I do not believe that we have any such citizens, if they will but stop and think of the importance of this project. We are no longer educating our children for ourselves or for our homes or our towns and cities or State or even Nation; we are educating them for the world. Do you think now that the boys who lie buried in France were educated solely for the towns and cities that they lived in and went to school in?"

CANADA TO HAVE CONFERENCE ON MORAL EDUCATION

Character Instruction in Relation to Citizenship to Be Theme of Winnipeg Gathering in October—Tentative Program

A Canadian National Conference on Moral Education will be held at Winnipeg, October 20-22. The purpose of the conference is to stimulate public interest so as to accentuate character training in the schools and other institutions. It is further hoped that one of the outcomes may be the establishment of a foundation for the study of the whole problem, the result of this study to be made available for educational workers everywhere.

To Stimulate Public Interest

The preliminary announcement points out that, in common with the rest of the civilized world, "Canadian communities have been profoundly impressed, through revelations of the Great War, with the necessity of emphasizing in the strongest possible way the educational activities that make for the formation of character and that tend to promote a high standard of individual and national life.

Prejudices Have Disappeared

"While it is recognized that the ethical aim has always been present in the schools, it is well known that the diverse racial and religious elements of which our people are composed have hitherto made any attempt at organized moral education difficult. Misunderstandings, mutual distrust, inability to agree on content or method have prevented the co-operation necessary to effective action. It is believed, however, that many prejudices that formerly obscured essentials have disappeared as a consequence of the war and that the time is opportune for emphasizing the importance of character training as a preparation for citizenship."

The Example of Germany

"At the outset of the great struggle from which we have just emerged the world was confronted with a people of some sixty millions thinking and feeling as one man in a conspiracy to subject the world to the domination of the German race. This unity of thought and purpose was the outcome of carefully planned and energetically conducted educational propaganda beginning in the elementary schools and carried on by university, church, and press.

"If the energy of an entire people could be enlisted and directed by means of its educational agencies toward an evil purpose, it is believed that the same fac-

tors would be even more effective if set in motion for a righteous end."

TEACHERS' STRIKES IN ENGLAND

All the elementary schools in Northampton were closed recently in consequence of the strike by 400 teachers of the city. The strike was called to enforce demands for an improved scale of salaries. A similar occurrence took place at North Riding, where, as a result of a dispute over the salaries question, about 150 out of 400 schools in that area had to be closed.

EDUCATION BILL DISCUSSED IN SENATE

(Continued from page 3.)

slightest foundation. The bill can only be considered an assault upon religion by those who oppose public schools, and by those who believe ignorance on the part of the masses increases religious faith. The charge is really an attack upon public education, and shall not be permitted to hide behind an expressed attack on this bill. It is founded upon opposition to taxing all the people that all the children may have an opportunity to obtain an education. It is an assault upon our public-school systems in every State, and carried to its logical consequence would abolish all public education conducted by State or local authorities."

Believes Bill Will Pass

Senator Thomas, of Colorado, thought the objections to the bill discussed by Senator Smith untenable, but he deprecated the tendency of the Federal Government to undertake more and more what he believed should be entirely the work of the States. He said:

"The Senator from Georgia has so drawn this bill that the activities of the States are to continue and the revenues raised for educational purposes are not to be diminished; but the Government, out of its inexhaustible revenues, is to begin with the trifle of \$100,000,000 in supplementing educational funds. I make the prediction that within 10 or 15 years from now, largely through the action of the States themselves, this obligation will be more and more imposed upon the shoulders of the Federal Government until by that time education in the United States will be bureaucratized and subjected to all of the evils of bureaucracy."

"So, when this bill is enacted, as it probably will be—for no doubt the \$100,000,000 lure will be sufficient to get votes enough to pass it in both Houses—the Senators upon this floor who are perhaps 15 or 20 years younger than I am will in all probability live to see everything affecting education throughout this country emanating from general headquarters in the city of Washington and necessarily passing through the manifold processes and subdivisions of an organized bureaucracy."

To this statement Senator Smith replied:

"I think it can be easily shown that the views of those of us who framed the bill are sound. We insist that the National Government should contribute toward the education of the children of the country. We believe the educational responsibility to be a triple one—in part resting upon the locality, in part resting upon the States, and in part resting upon the National Government. The spirit that inspired this bill and preserved the entire control in the State governments, I think, will endure, and I do not share the fear suggested by the Senator from Colorado that in a few years the State control and State administration will be wiped out. I believe that the work will be so excellent, I believe the stimulating influence to the States will be so inspiring, that the better operation of the schools as the result of the operation of this bill will be so apparent that, instead of modifying the view that all the control must be kept in the States, it will be strengthened. So I do not feel that anyone need have any hesitancy about supporting the measure on that account.

"The National Government, by Federal legislation, has determined that every child from 7 to 14 must be kept away from work. The National Government has assumed this responsibility. It is only fair that a portion of the national income may be used to provide that the children between 7 and 14 may be furnished an opportunity to obtain preparation for better work when with them work begins.

"We have passed legislation giving to the National Government large revenues through income taxation; we draw to the National Government large sums through inheritance taxes. The great incomes of the people of this country are not made in the States where the owners live. The real instrumentality that produces the large incomes are in many States away from the State of residence. For this reason it is fair that the National Government should contribute in part toward carrying the responsibility and the burden of education in the States."